

PERCEIVED PARENTING STYLES AND EMOTIONAL INTELLIGENCE AMONG IRANIAN BOY STUDENTS

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ABSTRACT

The aim of present study examined the association between perceived parenting styles and emotional intelligence in Iranian boy students. The sample size was 188 boy students (age from 16 to 19) were chosen by a multi-stage cluster sampling method. For gathering data, students filled out Parental bonding instrument (PBI), and Assessing Emotions Scale (AES). To analyze the data, Pearson correlation coefficient and multivariate regression analysis were used. The findings revealed there were positive associations between affectionate constraint parenting style, and optimal parenting style with high ability of emotional intelligence, and negative associations existed between affectionless control style and neglectful parenting style with high ability of emotional intelligence. The affectionate constraint parenting style was a powerful predictor of high ability of emotional intelligence, and neglectful parenting style was a plausible predictor of low ability of emotional intelligence in adolescents.

Keywords: Perceived Parenting Styles, Depression, Iranian, Students

INTRODUCTION

Emotional intelligence as one of the important factors play an important role in mental health. Mayer, Salovey, and Caruso (2004) defined emotional intelligence as a kind of social intelligence, includes the capability of monitoring one's emotions and other's emotions, and manipulating the information for managing one's thoughts and actions, and regulating emotion in self and others, and utilizing suitable emotions for solving actively and effectively daily difficulties and obstacles. Noorbakhsh, Besharat, and Zarei (2010) concluded individuals high in emotional intelligence have more successful performances than individuals low in emotional intelligences. Schutte et al. (2001) revealed individuals with high ability of emotional intelligence reported greater empathy, self-control, cooperative responses, kindly relationships, and marital satisfaction than individuals with low ability of emotional intelligence. Several studies have revealed that emotional intelligence is a powerful predictor of success in different aspects, such as life skills, mental health, academic achievement (Bastian, Burns, & Nettelbeck, 2005; Fernandez-Berrocal, Alcaide, Extremera, & Pizarro, 2006; Goldenberg, Matheson, & Mantler, 2006; Lloyd, Malek-Ahmadi, Barclay, Fernandez, & Chartrand, 2012). Bar-On (2000) stated that emotional intelligence often expanded and developed by training. In the same vein, Other Studies have shown that emotional intelligence is an ability that can be learned (Clyne & Blampied, 2004; Dasborough & Ashkanasy, 2003; Hein, 2005; Kotsou, Nelis, Grégoire, & Mikolajczak, 2011). One of the benefits of emotional intelligence than IQ is the acquisition, because individuals can learn, develop, and improve their emotional intelligence (Brown & Moshavi, 2005; Harms & Credé, 2010; Metz, 2004). Among the social factors influencing on emotional intelligence, parents play a key role in emotional intelligence training (Fonte, 2009; Hsieh, 2006), because they play an important role in fostering of children. Several studies have revealed that a significant association existed between high ability of emotional intelligence